



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

4949 E Southern Ave, Mesa, AZ 85206

Mesa Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Highly Performing
2004-05 Highly Performing
2003-04 Excelling

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Barbara J Remondini
Schedule : 08:00 AM to 04:00 PM
Grades : 7-9
Web Address : www.mesa.k12.az.us
Phone Number : (480) 472-2600
Fax Number : (480) 472-2698
E-mail : bjremond@mpsaz.org

Mission

Our mission at Brimhall Junior High School is to enable all students to succeed as lifelong learners and respectful, contributing members in a diverse society through a partnership of students, teachers, parents, and the community.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Students will demonstrate an increase in performance of vocabulary, as indicated on standardized tests by participating in vocabulary enrichment activities across the curriculum.
- ü Students will demonstrate an increase in performance in the six traits of writing as indicated by standardized tests by participating in school-wide, cross-curricular writing projects.
- ü Students will demonstrate an increase in performance in math computation as indicated on standardized tests by participating in rigorous curriculum that is aligned to the state standards.

Enrollment

October 1, 2005 School Year Student Enrollment : 1277
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 83

Instructional Programs

- Ü On-site Special Education
- Ü Honors Classes
- Ü Leadership Development Courses
- Ü Fine/Practical Arts
- Ü Service Learning Integrated Programs
- Ü Teen Court
- Ü Technical Arts
- Ü Teacher Training Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 35 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

To provide a safe environment by careful planning, scheduling, supervision, use of ID cards, positive decision-making activities, academic growth for each student and effective two-way communication with parents using a daily planner.

Parents

Ensure good school attendance; provide basic needs, support and assist the youngster in academic progress; demonstrate a positive attitude toward the school, staff, policies/procedures; two-way communication with school personnel.

Transportation Policy

Busing is provided for all students living more than one and one-half miles from their assigned school. Busing is not provided for open enrollment students. Specialized transportation for special education students is covered in the IEP.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Future Problem Solvers - State 2nd place winner	2006
Ü State Finalist for Arizona Teacher of the Year	2004
Ü City Champions - Track	2005
Ü ABODA Mucis Festival Band - Superior Rating	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	371	5532	78546	97	96	97	555	556	543	8	10	15	15	14	18	58	54	52	19	21	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	185	2692	38645	97	97	98	555	557	545	8	9	13	18	14	18	52	56	54	22	20	15
Male	186	2839	39792	96	95	97	554	556	542	9	11	17	12	15	17	63	53	50	16	21	15
African American	13	226	4205	100	95	97	568	536	524	NA	16	22	NA	16	22	92	57	49	8	11	7
Hispanic	98	1826	31177	95	95	97	529	530	524	15	19	22	29	22	23	48	51	48	8	8	7
Asian/Pacific Islander	NC	132	1940	NC	98	99	NC	575	580	NC	5	5	NC	9	9	NC	58	53	NC	27	33
American Indian/Alaskan Native	NC	257	4689	NC	94	95	NC	525	515	NC	23	28	NC	22	25	NC	48	43	NC	7	4
White	243	3090	36450	98	96	97	564	575	563	6	4	7	10	10	12	61	57	57	23	30	23
Students with Disabilities	27	392	8093	77	71	82	479	497	489	52	39	50	33	28	24	15	30	23	NA	3	2
Students without Disabilities	344	5140	70453	99	98	100	560	560	549	5	8	11	14	13	17	61	56	56	20	22	16
Limited English Proficient Students	23	505	9323	96	94	94	498	492	491	30	45	47	48	28	28	22	27	24	NA	0	1
Migrant Students	NC	32	674	NC	91	95	NC	513	515	NC	31	28	NC	22	27	NC	44	40	NC	3	5
Economically Disadvantaged	153	2500	34694	95	94	96	540	533	524	14	18	23	19	21	23	54	51	48	13	10	7
Non-Economically Disadvantaged	218	3032	43852	98	97	99	565	575	559	4	4	10	12	9	13	61	57	56	22	30	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	370	5530	79045	96	96	98	524	521	512	4	7	10	20	21	25	67	63	58	9	9	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	186	2703	38860	98	97	98	528	527	519	3	5	7	17	19	22	70	65	62	10	11	8
Male	184	2826	40075	95	94	97	520	515	505	5	9	12	23	22	28	65	61	54	8	8	6
African American	13	228	4250	100	95	98	535	507	500	NA	9	12	15	24	31	85	64	54	NA	3	3
Hispanic	97	1811	31314	94	95	98	502	497	493	9	14	16	29	30	34	59	52	48	3	3	2
Asian/Pacific Islander	NC	133	1949	NC	99	99	NC	530	536	NC	4	4	NC	17	15	NC	68	66	NC	11	15
American Indian/Alaskan Native	NC	256	4719	NC	94	96	NC	494	489	NC	9	15	NC	41	39	NC	46	45	NC	4	2
White	242	3101	36730	97	97	98	532	538	532	2	2	4	16	13	16	71	71	68	11	14	12
Students with Disabilities	26	386	8552	74	70	87	463	469	463	35	26	35	50	44	40	15	29	23	NA	2	1
Students without Disabilities	344	5144	70493	99	99	100	528	524	517	2	6	7	18	19	24	71	66	62	9	10	8
Limited English Proficient Students	24	493	9355	100	92	95	468	456	456	17	37	37	63	47	48	21	17	15	NA	NA	0
Migrant Students	NC	31	682	NC	89	96	NC	480	480	NC	23	23	NC	35	37	NC	42	39	NC	NA	1
Economically Disadvantaged	151	2483	34922	94	94	96	512	500	493	6	12	15	28	30	34	61	53	48	5	4	3
Non-Economically Disadvantaged	219	3047	44123	98	98	99	532	538	527	3	3	6	15	13	18	72	71	66	11	14	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	376	5561	79657	98	96	99	576	564	566	1	3	3	6	8	8	90	88	87	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	187	2711	39120	98	97	99	588	578	580	1	2	2	5	4	4	91	93	92	3	1	2
Male	189	2849	40423	97	95	98	563	551	553	2	4	5	8	12	12	89	83	83	1	1	1
African American	13	228	4290	100	95	99	575	555	560	NA	5	4	NA	9	9	100	86	86	NA	NA	1
Hispanic	100	1839	31642	97	96	99	559	546	552	2	6	5	10	12	11	85	82	84	3	1	0
Asian/Pacific Islander	10	133	1948	100	99	99	NA	581	589	NA	1	1	NA	5	3	NA	92	91	NA	2	4
American Indian/Alaskan Native	NC	257	4760	NC	94	97	NC	545	547	NC	4	5	NC	16	14	NC	80	81	NC	0	0
White	244	3103	36929	98	97	99	583	576	579	0	2	2	6	5	5	92	92	91	2	1	2
Students with Disabilities	30	420	9069	86	76	92	504	508	508	10	10	11	33	31	30	57	55	58	NA	3	1
Students without Disabilities	346	5141	70588	99	98	100	581	568	573	0	3	2	4	6	5	93	90	91	2	1	1
Limited English Proficient Students	23	507	9521	96	94	96	526	495	507	4	16	13	30	26	24	65	57	63	NA	0	0
Migrant Students	NC	32	694	NC	91	98	NC	532	546	NC	6	5	NC	16	12	NC	78	82	NC	NA	1
Economically Disadvantaged	154	2508	35341	96	95	97	565	548	551	1	5	5	12	12	12	86	82	83	1	0	0
Non-Economically Disadvantaged	222	3053	44316	100	98	100	583	577	578	1	2	2	3	4	5	93	92	90	3	1	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	441	5357	78400	98	95	97	567	568	554	15	16	21	16	16	19	53	50	47	16	18	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	207	2653	38686	99	96	98	563	566	554	16	15	20	16	16	20	56	53	49	13	16	12
Male	234	2703	39636	98	94	96	572	569	554	15	18	23	15	16	18	50	47	46	20	20	13
African American	14	211	4193	100	91	97	564	538	533	7	27	32	21	27	23	57	39	40	14	8	5
Hispanic	112	1741	30732	95	95	97	536	537	534	32	30	31	20	22	24	42	41	40	6	7	5
Asian/Pacific Islander	11	112	1827	100	95	99	553	590	594	18	8	8	18	13	12	55	53	49	9	26	31
American Indian/Alaskan Native	NC	231	4536	NC	92	95	NC	539	528	NC	28	35	NC	26	25	NC	40	37	NC	6	4
White	297	3062	37038	99	95	97	580	588	575	9	7	11	13	11	14	57	57	56	21	25	19
Students with Disabilities	34	311	7840	85	62	81	498	508	498	62	46	60	26	24	18	12	26	20	NA	4	2
Students without Disabilities	407	5046	70560	99	98	99	572	571	560	11	14	17	15	15	19	56	51	50	18	19	14
Limited English Proficient Students	20	468	8956	95	92	95	507	498	502	65	63	56	15	21	25	20	15	18	NA	1	1
Migrant Students	--	30	676	--	81	95	--	521	523	--	43	38	--	20	25	--	37	36	--	NA	1
Economically Disadvantaged	172	2339	33014	97	93	95	546	542	534	24	27	31	20	21	24	47	43	40	9	8	5
Non-Economically Disadvantaged	269	3018	45386	99	96	99	581	587	569	9	8	15	13	12	15	57	55	52	21	25	18

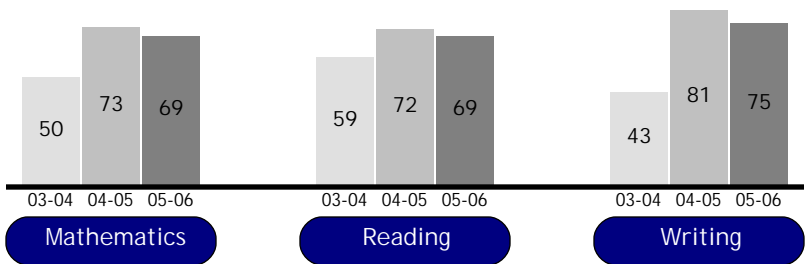
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	445	5417	79179	99	96	98	526	526	519	6	9	11	24	22	27	65	63	58	4	6	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	211	2669	38974	100	97	99	527	531	524	6	7	8	24	21	25	66	66	61	4	6	5
Male	234	2746	40124	98	95	97	526	522	513	6	11	13	24	23	28	65	60	54	5	6	4
African American	14	218	4243	100	94	98	525	507	506	7	13	14	21	30	32	64	55	51	7	2	3
Hispanic	115	1754	30987	97	96	98	498	498	498	15	18	17	42	34	36	42	46	45	2	2	1
Asian/Pacific Islander	11	115	1832	100	97	99	514	535	543	9	3	4	36	22	17	45	69	69	9	6	10
American Indian/Alaskan Native	NC	241	4573	NC	96	96	NC	502	494	NC	15	16	NC	32	41	NC	51	42	NC	2	1
White	298	3089	37467	99	96	98	538	545	539	3	3	5	17	14	17	75	74	70	5	9	8
Students with Disabilities	37	369	8567	93	73	88	466	470	467	30	35	39	59	37	38	11	26	22	NA	2	1
Students without Disabilities	408	5048	70612	100	98	99	531	530	524	4	7	7	21	21	25	70	66	62	5	6	5
Limited English Proficient Students	21	470	9013	100	92	95	456	454	461	33	47	40	57	44	48	10	9	12	NA	NA	0
Migrant Students	--	34	680	--	92	96	--	481	487	--	21	20	--	47	43	--	32	36	--	NA	1
Economically Disadvantaged	174	2372	33345	98	95	96	506	503	499	10	16	17	38	33	36	50	49	46	2	2	1
Non-Economically Disadvantaged	271	3045	45834	99	97	99	539	544	533	4	4	7	15	14	19	75	74	67	6	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	448	5437	79734	100	96	99	543	548	554	3	3	3	22	22	19	75	75	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	211	2698	39243	100	98	99	558	561	568	1	2	2	14	15	12	85	82	85	NA	1	1
Male	237	2738	40413	99	95	98	530	536	541	5	4	4	29	29	26	67	67	70	NA	0	0
African American	14	221	4285	100	96	99	541	543	548	7	2	3	21	27	22	71	71	74	NA	0	0
Hispanic	117	1761	31254	99	96	99	523	524	539	5	6	5	34	33	25	61	60	70	NA	0	0
Asian/Pacific Islander	11	112	1837	100	95	99	541	564	579	9	3	1	9	16	9	82	79	87	NA	2	2
American Indian/Alaskan Native	NC	241	4613	NC	96	97	NC	526	535	NC	6	4	NC	33	29	NC	60	67	NC	0	0
White	299	3102	37668	100	97	99	551	564	569	2	1	1	17	14	13	81	84	85	NA	0	1
Students with Disabilities	40	376	8943	100	75	92	461	484	495	18	13	11	58	55	51	25	30	38	NA	3	1
Students without Disabilities	408	5061	70791	100	98	100	550	552	561	2	2	2	18	19	15	80	78	83	NA	0	0
Limited English Proficient Students	21	479	9138	100	94	97	472	464	492	14	20	13	62	56	46	24	24	40	NA	NA	NA
Migrant Students	--	35	687	--	95	97	--	501	528	--	9	6	--	49	28	--	43	65	--	NA	NA
Economically Disadvantaged	177	2395	33718	100	95	97	529	527	538	4	5	5	31	33	26	65	62	69	NA	0	0
Non-Economically Disadvantaged	271	3042	46016	99	97	100	552	565	567	3	1	2	15	13	14	82	85	84	NA	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
7	Reading	98	61	NA	54	98	57	55	50	97	63	61	54
	Language	98	63	64	58	98	59	58	52	98	63	65	58
	Mathematics	98	75	75	62	97	58	58	50	97	63	65	54
8	Reading	96	64	NA	55	99	56	57	51	98	63	63	58
	Language	96	63	58	52	99	54	55	50	99	58	59	56
	Mathematics	95	78	73	61	99	63	62	53	98	68	67	58
9	Reading	96	50	NA	42	99	63	60	51	97	59	63	52
	Language	97	56	54	42	99	60	59	50	97	58	63	50
	Mathematics	98	76	76	63	100	67	62	50	97	65	67	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

2 School Administrator(s)
 0 Non-certified Employee(s)
 7 Teacher(s)
 6 Parent(s)
 1 Community Member(s)
 0 Student(s)

Council Duties

Ü Homework Policy
 Ü Attendance Issues
 Ü Student Discipline & Safety
 Ü Fundraising
 Ü Student Activities/Travel
 Ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	65.90
Other Professional Staff	5.50	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	7	0	0
4 to 6 years	6	5	0	0
7 to 9 years	1	7	0	0
10 or more years	5	34	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	236
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	2%

Resources Available at School Site

Special Facilities

Ü Two IBM/One Mac Lab
 Ü Technology/Video/Robotics Lab
 Ü Photography Lab

Extracurricular Activities

Ü Academic Competitions
 Ü National Junior Honor Society
 Ü Fine Arts Productions/Contests
 Ü Student Council
 Ü AIA Athletics
 Ü Intramural Athletics
 Ü Chess Club
 Ü Yearbook/Newspaper Club

Social Services

Ü Tutoring
 Ü Mediation
 Ü Parent Classes
 Ü Teen Court
 Ü Adult Education

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü A Brimhall student was a finalist in the Arizona Future Problem Solving Competition. She represented Arizona at the National Competition.
- ü Brimhall honored two students with the Prudential Spirit of Community Award for outstanding service to the community. Brimhall students regularly log thousands of hours for Service Learning Projects.
- ü All students participate in school-wide writing programs, and were able to show growth in using the 6-trait writing rubric. Additionally, students expanded their vocabulary through programs integrated in the curriculum of all classes.
- ü Students participated in the National Geography Bee, the District Spelling Bee, National Academic League, and several music competitions.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	94	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Brimhall Jr. High takes a proactive approach to creating a safe and healthy environment. A comprehensive emergency plan that includes classroom education, neighborhood communication, and practice drills is in place. Security personnel and a resource officer serve as positive influences for students, focusing on prevention of incidents by actively participating in the instruction of safety and law related education.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

70

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Barbara J. Remondini	(480) 472-2604
Transportation Policy	Ron Latko	(480) 472-0178
Community Resources	Kathy Bareiss	(480) 472-0223
School Nutrition Programs	Loretta Zullo	(480) 472-0992
Parent Organization	Barbara J. Remondini	(480) 472-2604
Student Health/Nurse	Selene Torres	(480) 472-2613

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 150 Copies = \$44.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.